GOVERNOR DUMMER ACADEMY

CATALOGUE

1969-1970

Founded 1763

GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

01922

CATALOGUE

1969-1970

TWO HUNDRED AND SEVENTH YEAR

TRAVEL DIRECTIONS

The Academy is readily accessible by automobile. To those unfamiliar with the vicinity, we recommend U. S. Route No. 1 on which the campus is located thirty-five miles north of Boston and four miles south of Newburyport. Visitors who use Interstate Route U. S. 95 should leave it at the Central Street-Byfield interchange. They will be guided, hopefully, by appropriate signs through two and one-half miles (and five forks) of country roads which lead easterly from Byfield to the campus. Governor Dummer is a flag stop on bus routes between Boston and Newburyport and Boston and Portland, Maine. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.

TELEPHONE NUMBER

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is Area Code 617-462-6643.

THE ACADEMY

Governor Dummer is the oldest boys' boarding school in the United States. It was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and colonial mansion in the town of Newbury to three trustees with directions to build a grammar school house. Both mansion and school house still stand on the Academy's 500 acres, the former as the headmaster's home and the latter as a reminder of the past when many leaders of the new nation were trained here.

Since its incorporation not for profit in 1782, the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty and particularly to Dr. Charles S. Ingham, Headmaster from 1907 to 1930, and to Dr. Edward W. Eames, Headmaster from 1930 to 1959.

For its 1969-70 enrollment of 270 boarding students and 20 day students, the Academy conceives its function to be the providing of a dedicated and able faculty, modern equipment, a congenial atmosphere, and a standard of excellence which will inspire boys to value thorough learning and to develop a lively sense of responsibility to themselves and to the community.

BOARD OF TRUSTEES

GERRY J. DIETZ '35 — *Syracuse, New York*
President

MORRIS P. FROST '35 — *Lake Park, Florida*
Vice President

LISPENARD B. PHISTER — *Newbury*
Secretary

CHARLES E. GOODHUE, III '43 — *Wayland*
Treasurer

FRANK L. BOYDEN — *Deerfield*
ARLINDO S. CATE — *Winnetka, Illinois*
AUGUSTUS P. LORING — *Prides Crossing*
LAWRENCE H. MARTIN — *Weston*
FREDERICK S. MOSELEY, JR. — *New York, New York*
RICHARD B. OSGOOD '53 — *Beverly*
RICHARD D. PHIPPEN '38 — *Wenham*
ROBERT F. SCHUMANN, JR. '40 — *Binghamton, New York*
EVERETT WARE SMITH — *Cleveland, Ohio*
JOHN G. WELLMAN '44 — *Johnsonville, South Carolina*
VALLEAU WILKIE, JR. — *Byfield*

TRUSTEE EMERITUS

MARSHALL B. DALTON — *Peterboro, New Hampshire*

ALUMNI FELLOW TO THE BOARD OF TRUSTEES

CARL A. PESCOSOLIDO, JR. '55

FACULTY 1969-1970

Edward Williams Eames, 1930-1959 — *Headmaster Emeritus*

Edgar Daniel Dunning, 1930-1966 — *Instructor in Mathematics and Business Manager Emeritus*

Thomas McClary Mercer, 1930-1969 — *Instructor in English, Emeritus*

Arthur Woodbury Sager, 1930-1969 — *Instructor in Speech, Emeritus*

Esther Dikeman Thurlow, 1957-1969 — *Librarian, Emeritus*

Valleau Wilkie, Jr. — *Headmaster*
Yale 1945, A.B.; Harvard 1954, M.A.
Appointed July 1, 1959.

Robert Edward Anderson — *Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

Mary Elizabeth Baratelli (Mrs. Pierre N.) — *English*
North Texas State University 1963, B.S.;
Colorado State University
Appointed September, 1968.

Pierre Nino Baratelli — *French*
University of Colorado 1956, B.A.; 1959, M.A.;
University of Dijon; University of Texas
Appointed September, 1967.

Stephen Wilkins Blair '62 — *Music*
Lawrence, 1966, B. Mus.
Appointed September, 1966.

Thomas Dunlop Bond — *Spanish*
Princeton 1963, A.B.;
Universidad de las Americas; Middlebury 1969, M.A.
Appointed September, 1966.

John Alden Boynton, Jr. — *English*
Dartmouth 1968, B.A.; Middlebury
Appointed September, 1969.

Warren Marshal Clunie — *English*
Franklin and Marshall 1962, B.A.;
University of Pennsylvania
Appointed September, 1968.

Richard Earle Downes, Jr. — *Mathematics*
Bowdoin 1969, B.A.
Appointed September, 1969.

William Edmund Dubocq, III — *Chaplain*
Marshall B. Dalton Master in Religion and Ethics
Dartmouth 1964, B.A.
Andover Newton Theological School 1968, B.D.
Appointed September, 1967.

Edward Ashley Eames, II '48 — *History*
Amherst 1953, A.B.; Harvard 1958, Ed.M.;
Boston University 1962, M.A.
Appointed September, 1956.

George Heberton Evans, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

John Alfred Fenn — *Chemistry*
Rutgers 1938, B.S.; Boston University 1953, Ed.M.
Appointed September, 1956.

David Ronald Gosse — *Mathematics*
Bowdoin 1958, A.B.;
Wesleyan University 1966, M.A.L.S.
Appointed September, 1966.
(On leave of absence)

Charles Albert Hamblet — *Mathematics*
Baldwin-Wallace 1962, B.S.
Rutgers 1966, M.Ed.; Brown 1967, M.A.T.
Appointed September, 1967.

John Tyler Harvard — *Spanish*
Harvard 1969, A.B.
Appointed September, 1969.

John Wilson Hosmer '33 — *Business Manager*
Norwich 1937, B.S.
Appointed July, 1966.

Norman Pitcairn James — *German*
Princeton 1963, A.B.; Middlebury
Appointed September, 1964.

Gerald David Kenjorski — *English*
Wharton School, University of Pennsylvania — *History of Art*
1952, B.S.; La Salle 1956, M.A.; Middlebury 1966, M.A.
Appointed September, 1966.

Richard N. Leavitt — *Mathematics*
Amherst 1964, A.B. — *Physics*
Appointed September, 1964.

Robert Howe Linberg '57 — *French*
Williams 1961, A.B.; Middlebury 1969, M.A.
Appointed September, 1961.

Frank Norman Liversidge — *Science*
Lowell State College 1968, A.B.
Appointed September, 1969.

Christopher Bruce Martin — *English*
Harvard 1962, A.B.; University of North Carolina
Appointed September, 1962.

Nancy Stone Martin (Mrs. Christopher B.) — *History*
Smith College 1963, A.B.
Appointed September, 1967.

Kittie Stiles Mercer (Mrs. Thomas McC.) — *Studio Art*
Appointed September, 1967.

Peter Winston Mercer — *Director, Community*
Dickinson 1962, B.A. — *Service Program*
Andover Newton Theological School 1968, B.D. — *Religion*
Appointed September, 1964.

Douglas Lee Miller '46 — *Physics*
Amherst 1950, A.B.
Appointed September, 1954.

Michael A. Moonves — *Physical Education*
Trinity 1966, B.A.
Appointed September, 1969.

A. Macdonald Murphy — *English*
Harvard 1929, A.B. — *Director of Athletics*
Appointed February, 1931.

Frances Russ Navins (Mrs. Howard J.) — *Librarian*
Connecticut College for Women 1940, A.B.
Appointed September, 1969.

Howard Julius Navins '31 — *Dean of Students, Speech, Latin*
Williams 1935, A.B.; Columbia 1937, M.A.
Appointed September, 1936.

John Boyd Ogden, Jr. — *English*
Harvard 1955, A.B.; Boston University 1963, M.A.
Appointed September, 1963.

Michael James Reid — *French*
Tufts University 1967, B.A.; McGill University
Appointed September, 1967.

William Hartley Sperry — *History*
Gettysburg 1950, A.B.; Duke 1953, M.A.
Appointed September, 1954.

Benjamin Johnson Stone — *Latin*
Hamilton 1932, A.B. — *Director of Studies*
Appointed September, 1932.

Michael D. True — *Mathematics*
Bates 1964, B.S.; Bowdoin 1969, M.A.;
University of Maine; Gorham State College
Appointed September, 1969.

David Michael Williams — *History*
Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

John James Witherspoon — *Director of Admissions*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY

David M. Grant — *Machine Shop*

Florence C. Pearson (Mrs. Robert W.) — *Violin*

STAFF

Marguerite M. Ames (Mrs. Charles)	*Secretary to the Director of Studies*
Jane A. Boynton (Mrs. John) R.N.	*Resident Nurse*
Kathryn Brown	*Assistant Secretary*
Eleanor M. Caldwell (Mrs. David)	*Assistant to the Librarian*
Kathleen A. Drown (Mrs. Donald)	*Secretary*
John F. Duff, M.D.	*Consultant*
Edna H. Finnegan (Mrs. Dennis)	*Receptionist, Associate Bookkeeper*
Gladys J. Fish (Mrs. George)	*Assistant to the Director of Development*
Elizabeth Frank (Mrs. Charles)	*Store Manager*
Paul E. Griffin	*Chief Engineer*
Mary E. Hoover (Mrs. Herman)	*Records Secretary*
Olivia C. Leach (Mrs. Edward)	*Secretary*
Louise Lovell, Simmons, B.S.	*Administrative Assistant, Secretary to the Headmaster*
Sylvia B. Lunt, Stoneleigh, A.S.	*Assistant to the Business Manager*
Barbara P. Mutchler (Mrs. Donald)	*Secretary to the Director of Athletics*
Warwick Potter, M.D.	*School Physician*
Marjorie Rouisse (Mrs. Herbert)	*Bookkeeper*
Ethel S. Whitney (Mrs. John)	*Secretary to the Director of Admissions*

RELIGION

While Governor Dummer is non-sectarian and welcomes boys of all faiths, we firmly believe that religion should be an integral part of a boy's academic and moral training. Each Sunday the school chaplain conducts a non-denominational service, and visiting Roman Catholic clergy celebrate Mass. An Episcopal Communion service is held once a month. A variety of religious interpretation is presented by periodic guest speakers. Boys may also attend evening vespers during the week. The chaplains are regularly available to the boys for guidance and counsel. Courses offered are described in a separate section below.

COURSE OF STUDY

The course of study covers the four high school years, grades 9 through 12, and prepares boys for either liberal arts or engineering colleges. Class sections average 13 or 14 boys. Each boy's program is flexible and designed to fit his needs and wants. Sections are provided in many courses to challenge boys to advance according to their ability and previous training.

The academic facilities include a library of over 17,000 volumes, separate laboratories for Chemistry and Physics, a combination laboratory-classroom for Biology and General Science, a science lecture room, two seminar rooms, sixteen classrooms, an audio-visual room, a language laboratory, and a study hall.

RELIGION

HISTORY OF WESTERN RELIGION — 2 hours — 10th grade. A study of the Judaic-Christian tradition, its origins and its development in western civilization. This course is designed to provide an understanding of the major western religions which will in turn provide a basis for understanding other religions. Texts: *The Bible;* Denton, *The Holy Scriptures — A Survey.* Readings from *The Interpreter's Bible;* Price, *Understanding the New Testament;* Bright, *History of Israel;* and others.

SOCIAL PROBLEMS — 2 hours — elective for juniors and seniors. A study of contemporary social problems, with a critical view of the role and obligations of twentieth century man in the solutions of these problems. No text. Readings from Harrington, *Other America;* Conant, *Slums and Suburbs;* Wylie, *Generation of Vipers;* Wakefield, *The Addict;* Mitford, *American Way of Death;* Riccio, *All the Way Down;* and others.

NATURE OF MAN — 2 hours — elective for juniors and seniors. An examination of individual man as he appears in present day society. Emphasis is put on institutions, forces and influences which seem to shape human existence. Modern literature, introductory psychology and current ethical theories are avenues of exploration into the nature of man. Primarily a reading and discussion course. No text. Readings from Sigmund Freud, Eric Fromm, Victor Frankl, Joseph Fletcher, Arthur Miller, Arthur Koestler, Richard Wright, Albert Camus and others.

INDEPENDENT STUDY IN RELIGION — Number of hours arranged with the chaplain. Elective for a limited number of seniors. An opportunity for independent, individual research in an area chosen by the student. Bibliography compiled jointly by the student and the chaplain to fit the student's particular needs and desires.

ENGLISH

ENGLISH 1 — 5 hours — 9th grade. English 1 is an introductory course in grammar, composition, vocabulary building, and literature. A weekly writing assignment of 300-400 words is required, as are periodic reports on works read outside of class. Texts for class study are: Shaw and Shaffer, *McGraw-Hill Handbook of English;* Diederich et al, *Vocabulary for College: A;* Bennett (ed.) *Great Tales of Action and Adventure* and *Turning Point;* Crane, *The Red Badge of Courage;* Knowles, *A Separate Peace;* Shakespeare,

Henry IV, Part I; Bennett and Molloy (eds.) *Cavalcade of Poems.* Required outside class reading includes Homer, *The Odyssey;* Stevenson, *Kidnapped;* Schaefer, *Shane;* Dickens, *Great Expectations.* The literary theme of English 1 deals with the period of transition from youth to adulthood.

LANGUAGE STUDY — 2 hours — 9th grade. A course supplementing English 1 for those boys who, in the opinion of the department, need additional work in English. Spelling, grammar, and rhetoric are emphasized using materials prepared by the department.

ENGLISH 2 — 5 hours — 10th grade. Essentially a continuation of English 1, this course places less emphasis on grammar and vocabulary building, and more on composition and literature. A weekly writing assignment of 400-500 words is required, as are periodic reports on works read outside of class. Texts for class study are: Shaw and Shaffer, *McGraw-Hill Handbook of English;* Morgan, *Here and Now: An Approach To Writing Through Perception;* Diederich et al, *Vocabulary for College: B;* Dickens, *A Tale of Two Cities;* Orwell, *1984;* Hardy, *The Mayor of Casterbridge;* Peterson (ed.), *Great Essays;* Strachey, *Eminent Victorians;* Shakespeare, *Macbeth* and *Twelfth Night;* Niebling (ed.), *A Journey of Poems.* Required outside class reading includes Golding, *Lord of the Flies;* Defoe, *Robinson Crusoe;* Swift, *Gulliver's Travels.* The literary theme of English 2, devoted to readings from English literature, involves the individual's attempt to find a useful place in the social order.

READING IMPROVEMENT — 2 hours — 10th grade. A course advised for boys who need bolstering in reading efficiency. Developmental Reading with tachistoscopic training and reading films (Iowa, Purdue, or Harvard) starts the year. This is followed by vocabulary building in Orgel, *College Entrance Reviews.* In the spring term, emphasis is placed on the improvement of reading comprehension in the recollective and reflective areas. Texts: mimeographed material prepared by the department and the Orgel book above.

ENGLISH 3 — 5 hours — 11th grade. English 3 is primarily a course in composition and literature. A weekly writing assignment of 600-700 words is required, as are periodic reports on works read outside of class. Texts for class study are: Hyde and Brown, *Composition of the Essay;* Diederich et al, *Vocabulary for College: C;* Lesser and Morris (eds.), *Modern Short Stories: The Fiction of Experience;* Melville, *Billy Budd, Sailor;* Fitzgerald, *The Great Gatsby;* O'Neill, *The Hairy Ape;* Miller, *Death of a Salesman;*

Linscott (ed.), *Selected Poems and Letters of Emily Dickinson;* Untermeyer (ed.), *Robert Frost's Poems* (or an anthology to be selected by the instructor); Franklin, *Autobiography;* Sandburg, *Abraham Lincoln: The Prairie Years;* Thoreau, *Walden.* Required outside class reading includes Crevecoeur, *Letters From An American Farmer;* Twain, *The Adventures of Huckleberry Finn;* Hawthorne, *The Scarlet Letter;* Marquand, *Point of No Return.* The literary theme of English 3 is the search for values in American life.

ENGLISH 4 — 4 hours — 12th grade. English 4 is a course in composition and literature. A weekly writing assignment of 700-800 words is required, as are periodic reports on works read outside of class. Texts for class study are: Haines, *Problems in Prose;* Diederich, et al, *Vocabulary for College: D;* Plutarch, *Lives of the Noble Romans;* Cicero, *Selected Works;* Martial, *Selected Epigrams;* a novel, a comedy, a tragedy, and a poetry anthology to be selected by the instructor (e.g. Petronius, *Satyricon;* Plautus, *Amphitryon;* Seneca, *Medea;* Lind (ed.), *Latin Poetry in Verse Translation*). Required outside class reading includes Apulieus, *The Golden Ass;* Virgil, *The Aeneid;* Sorensen, *Kennedy;* Camus, *The Plague;* Warren, *All the King's Men;* Drury, *Advise and Consent; The Pocket Book of Ogden Nash.* The literary theme of English 4 is the parallel between the time of the collapse of the Roman Republic and contemporary western civilization.

ENGLISH 4A — 4 hours — 12th grade honors course. A course in humanities. One half or more of the year is devoted to the study of tragedy. The remainder of the year deals essentially with the individual and various theories of society. A weekly critical essay is required. Reading includes: Homer, *The Odyssey;* Aristotle, *Poetics, Ethics;* Aeschylus, *The Orestia;* Sophocles, *The Oedipus Cycle;* Euripides, *Hippolytus, The Trojan Women;* Shakespeare, *Hamlet, Macbeth, Othello,* and two comedies; Hardy, *The Return of the Native;* O'Neill, *Mourning Becomes Electra;* selections from Herodotus and Thucydides; Plato, *The Apology, Crito, Phaedo,* and selectons from *The Republic;* Machiavelli, *The Prince;* Marx, *The Communist Manifesto;* Bellamy, *Looking Backward;* Huxley, *Brave New World;* Lippmann, *The Public Philosophy.* Poetry appropriate to the themes under discussion from Milton, Wordsworth, Keats, Shelley, Byron, Arnold, Tennyson and others is included.

ENGLISH ELECTIVE — 2 hours — 11th and 12th grades. This course is designed for students interested in contemporary trends in European and American theater. In addition to reading

and discussing modern drama, students will have the opportunity to see their own short works on stage and the opportunity to visit local university drama centers. Texts: *The New Theater of Europe,* vols. 1 and 3, and *New American Plays,* both edited by Robert W. Corrigan.

MATHEMATICS

The subject matter in mathematics is selected to enable the student to perceive patterns and understand the properties of a mathematical structure. With emphasis on precision in the use of language and on disciplined thinking, the goal is the ability to arrive at valid generalizations.

ALGEBRA 1 — 5 hours — An introductory course in algebra, continuing through the solution of quadratics in one unknown. Concepts and structure are emphasized, but not at the expense of algebra skills. Sections are provided both for beginners and for those who have had some previous experience with algebra. Text: Dolciani, *Modern School Mathematics — Algebra 1.*

GEOMETRY — 5 hours — Introductory geometry which features a unified treatment of plane and solid geometry. Topics studied include space geometry, coordinate systems, area theory, and the concept of similarity. The course presents geometry as a mathematical model of the physical world which is studied through both deductive and inductive methods. Text: Moise and Downs, *Geometry.*

ALGEBRA 2 — 5 hours — A rapid review of Algebra 1 followed by more advanced work in factoring, quadratic equations in one and two unknowns, functions, graphs including graphs of the conics, variation, exponents, logarithms, cubic equations, progressions and the binomial series. The trigonometric functions are introduced with the trigonometry of the right triangle. Accelerated sections will complete the elements of plane trigonometry. Text: Dolciani, *Modern School Mathematics, Algebra II and Trigonometry.*

MATHEMATICS 3A — 5 hours — This course includes elementary logic, groups, fields, axiomatic development of the real numbers, and elementary functions including linear, quadratics, circular, logarithm, and exponential. Text: Lux, Hammond, Best and Bedford, *Fields and Functions.*

MATHEMATICS 4B — 5 hours — A course for the student who needs to review some algebra before going on to more advanced

work. Topics studied include review algebra, space geometry, trigonometry, analytic geometry, and statistics. Text: Kline, *Foundations of Advanced Mathematics.*

MATHEMATICS 4 — 5 hours — Approximately half of the year is spent on the elementary functions. Topics covered include properties of functions, polynomials, exponential and logarithmic functions, the circular functions, analytic trigonometry, analytic geometry in the plane and in space, the conics. Special attention to graphing is made.

The second half of the course deals with probability and statistics. It is the intent of the course to familiarize the student with the theory of probability and to show applications to statistical theory. Topics include permutations, combinations, the binomial theorem, sample space, mutually exclusive events, independent events, conditional probability, Bayes' theorem, random variables, Chebyshev's theorem, joint and continuous probability distributions, the binomial distribution, testing of statistical hypotheses. Texts: Fleenor, Shanks, Brufiel, *The Elementary Functions;* Mosteller, Rourke, Thomas, *Probability with Statistical Applications.*

MATHEMATICS 4A — 5 hours — A thorough preparation for college courses in calculus, abstract algebra, and probability. Topics covered include field properties, sequences and series, functions (polynomial, transcendental, trigonometric), vectors, analytic geometry of two and three dimensions, and probability. Text: Dolciani et al, *Modern Introductory Analysis.*

MATHEMATICS 5 — 5 hours — A college-level course aimed at Advanced Placement. Differential and integral calculus of algebraic and transcendental functions. Analytic geometry. Text: Salas and Halas, *Calculus.*

MATHEMATICS 6 — 4 hours — This course is open to students who have successfully completed Mathematics 5. It includes calculus of the functions of several variables and linear algebra. Students will assist in running the computer. Text: Lang, *A Second Course in Calculus.*

At the discretion of the instructor, special papers or projects may be required in the advanced courses.

The mathematics department has a PDP-8S computer. This facility is available to students who show a desire to program mathematics.

FOREIGN LANGUAGES

GERMAN

The German program is a full four-year course of study with a fifth year offered to any qualified student desiring to continue to this level. The average German class is five students. Thus each student receives a maximum of concentrated individual attention. Although oral skill with the language is extremely important, the focus of the German program shifts, as the student moves from level to level, from the strictly oral and grammatical areas more and more to literary, cultural and historical spheres. The use of the language laboratory is continued in various ways at all levels. The prime goal of the German program is to develop in the student an interest in the language and the people who speak it which will continue into his college years.

GERMAN 1 — 5 hours — The beginning course seeks to develop a firm foundation in the basic elements of German grammar, including all six verb tenses in the indicative, and subordinate clauses. Text: Chiles, Wiehr & Moeller, *First Book in German.*

GERMAN 2 — 5 hours — This course begins with review, completes a fairly thorough study of basic grammar and moves into careful work with adapted German reading texts, generally of a historical nature. In addition the student will have daily practice and intense drill in conversational German. Texts: Goedsche, *Patterns of German Conversation;* Haas, *Aus Deutscher Geschichte.*

GERMAN 3 — 5 hours — Although periodic grammar work will continue, the focus at this level is largely oral and literary. In addition to in-class talks by the students in German, there is a heavy reliance on language laboratory work for listening comprehension. Reading material includes plays, novels and poems, all of which are of genuine literary value. The material is comparable to the material the student is studying in his English courses. Texts: Foltin, *Aus Nah Und Fern;* Loram & Phelps, *Aus Unserer Zeit;* Durrenmatt, *Der Besuch Der Alten Dame;* Bruns, *Die Lese Der Deutschen Lyrik.*

GERMAN 4 — 4 hours — This course varies widely from year to year, depending on the interests of the students enrolled. Authors studied include Goethe, Schiller, Mann, Hofmannsthal, Hauptmann. Background reading in history texts is expected and there is a good deal of independent work.

FRENCH

The French courses are planned in sequence to help the student effectively develop his ability to speak and understand spoken French, to read and to write it. Through careful presentation of material, grammar is also studied in an organized fashion. French is the language of the classroom except when the use of English would be more efficient or effective. The language library reinforces the oral-aural work of the classroom. Here the student can work at his own pace to help himself overcome his particular problems.

FRENCH 1 — 5 hours — An introduction to French. The first half of the year is designed to develop oral-aural proficiency within a carefully guided framework. The second half of the year continues this pattern while also introducing reading and writing at a basic level. Texts: Harris & Leveque, *Basic Conversational French* (HRW) w/ Laboratory Manual. Reader to be selected.

FRENCH 2 — 5 hours — A continuation of the method of French 1, with emphasis placed equally on the four skills of speaking, listening, reading and writing. Texts: Harris & Leveque, *Basic Conversational French* (HRW) w/ Laboratory Manual; Campbell-Bauer, *Arsene Lupin* (Houghton-Mifflin); Belle & Haas, *Promenades en France* (Holt, Rinehart & Winston).

FRENCH 3 — 5 hours — This course, while completing the study of grammar, places great emphasis on speaking, and reading. Compositions and outside readings are assigned. Texts: Harris & Leveque, *Intermediate Conversational French* (HRW) w/ Laboratory Manual; Richardson & Fletcher, *Histoires Illustrees* (St. Martin's); Campbell-Bauer, *La Robe et le couteau* (Houghton-Mifflin); Demorest-Shaw, *French Civilization Through Fiction* (Ginn); novel to be selected.

FRENCH 4 — 4 hours — During the fall term, this course concentrates on a review of French grammar. The remainder of the course consists of an introduction to French Literature. Compositions, outside reading, oral reports. Texts: Mansion, *French Reference Grammar* (Heath) w/ Exercise Manual; Bishop, *A Survey of French Literature* (Harcourt, Brace & World); *Larousse de Poche* (Washington Square Press).

FRENCH 5 — 3 hours — Offered only to students approved by the department, this course completes the syllabus of the Advanced Placement Program, culminating in the CEEB Advanced Placement Examination. Texts: Mansion, *French Reference Grammar*

(Heath) w/ Exercise Manual; Stookins, *Lectures pour le cours avance* (Independent School Press); *Larousse de Poche* (Washington Square Press); other Advanced Placement texts and reading as required.

SPANISH

The Spanish courses are planned on the assumption that our students will continue their work in this field through their senior year and in college. We have as our aims the increasing ability (1) to understand Spanish, (2) to speak Spanish, (3) to read it thoroughly, (4) to write it accurately, and (5) to expand one's knowledge of the geography, history and culture of Spanish-speaking countries. Spanish is normally the language of the classroom and the method used is termed an eclectic one. Language laboratory practice is integrated with the classroom work.

SPANISH 1 — 5 hours — For grammar *El espanol al dia,* Book I, is completed. For reading *Y va de cuento* is also completed. Special attention is paid to the development of a correct accent and to the mastery of basic patterns of speech.

SPANISH 2 — 5 hours — For grammar *El espanol al dia,* Book II, is completed. Reading includes *The Pageant of Spain* and *Pensativa.* Free expression in both oral and written work is stressed.

SPANISH 3 — 5 hours — Anticipating Advanced Placement work in Spanish 4. For grammar, *Repaso* by Walsh. For reading texts, all listed on the A. P. required syllabus, *El sombrero de tres picos, Los de Abajo* and *Zalacan, el adventurero.* For outside reading *La Malquerida.*

SPANISH 4 — 4 hours — An Advanced Placement course, but open to non-Advanced Placement candidates. Texts: For grammar, Adams, *Brief Spanish Review Grammar;* for reading, *La Barraca, Dona Barbara, Azul, Dona Perfecta, Abel Sanchez, Bodas de Sangre,* and Brenan, *The Literature of the Spanish People;* for poetry, *Poesia hispanica of A. del Rio.*

SPANISH 5 — Offered on demand. Schedule of classes to be arranged by the Director of Studies. An advanced college level course in reading and analysis of selected works of Spanish literature considered to be of literary merit. Texts are selected from such works as *Poema de mio Cid, La vida es sueno, Misericordia, la Colmena, el Socio Facundo, la Voragine, La Rebelion de las Masas.* Heath, *Anthology of Spanish Poetry.* Oral and written book reviews required.

LATIN

Latin is no longer a requirement for admission to any college, but colleges are glad to accept Latin credits for admission so long as the student presents a minimum of two credits as in any foreign language. We believe that Latin should be included in a secondary school curriculum, but because the inclusion of Latin in indvidual student schedules is often difficult after the freshman year, second year Latin II is split into two half credit courses to be taken over a two year period. Note that a student must complete LATIN 2-2 if he wishes to use Latin credits for college admission.

LATIN 1 — 5 hours — An introductory course in grammar and translation from Latin to English and English to Latin. As much grammar as possible, usually up to the indirect question, is covered. Text: Jenney, *First Year Latin.*

LATIN 2-1 — 3 hours — See introductory paragraph above and LATIN 2-2 below.

LATIN 2-2 — 2 hours — Together LATIN 2-1 and 2-2 cover completion of grammar with continued practice in translation from English to Latin. The main work of the courses is translation from Latin to English. Text: Jenney, *Second Year Latin* which includes the reading, *The Argonauts;* Caesar, the seven books of *The Gallic Wars,* and if time allows, *The Civil War.*

LATIN 3 — 3 hours — A thorough review of grammar starts a year of continued translation. Text: Greenough, Kittredge and Jenkins, *Virgil and Other Latin Poets.*

HISTORY

One previous history course is recommended before taking United States History. Papers involving additional reading, research and analysis are required in all courses.

ANTHROPOLOGY — 4 hours — 9th grade. An interdisciplinary offering of the History and Science departments. The course begins with the stages of human evolution (physical anthropology) but major emphasis is on the structure of societies, study of language and comparison of cultures (cultural anthropology). Material sources include television (Margaret Meade's "New Guinea Journal," "Voyage to the Enchanted Isle," "Charles Darwin and the Animals of the Galapagos Islands"), and museums. Reading includes C. Loring Brace, *The Stages of Human Evolution;* John Howard Griffin, *Black Like Me;* Walter Goldschmidt, *Man's*

Way; Oscar Lewis, *Tepoztlon: Village in Mexico;* Edward T. Hall, *The Silent Language;* Gene Lisitzky, *Four Ways of Being Human.*

AFRICAN HISTORY — 4 hours — 10th grade. A brief survey of colonial and pre-colonial history provides a background for study of recent developments in the emerging nations of Africa south of the Sahara. Emphasis is placed on understanding Africa's traditional culture, its modern political institutions and the Afro-American heritage. Readings from: Achebe, *Things Fall Apart;* Carter, ed., *Politics in Africa: 7 Cases;* Drachler, ed., *African Heritage;* Fagg, ed., *The Art of Western Africa;* Herskovits, *The Human Factor in Changing Africa;* Moore & Dunbar, *Africa Yesterday and Today.*

ASIAN HISTORY — 4 hours — 10th or 11th grade. A study of China and Japan leading to an understanding of these two countries and the role they play in the contemporary world. Texts: Fairbank, *U. S. and China;* Reischauer, *U. S. and Japan;* Buck, *The Good Earth.* Supplemental Reading: Houn, *A Short History of Chinese Communism;* de Bary, *Sources of Chinese Tradition;* Keene, *Anthology of Japanese Literature;* Clyde and Beers, *The Far East.*

UNITED STATES HISTORY — 4 hours — 11th or 12th grade. A course planned to provide the student with significant facts and views about his country's history and to train him in organizing, analyzing and interpreting them. The course begins with a brief chronological survey for orientation purposes and then deals topically and in some depth with at least five other major areas of importance in American development. A deliberate effort is made to relate historical development to contemporary affairs and problems. Among the areas dealt with topically are: Foreign Policy, The City and Urban Development, Political Development, The Negro in the U. S., Sectionalism, Reform, Imperialism, The Supreme Court, Racism, Dissent, Historical Fiction, The Constitution, Prosperity and Depression, Wars, Violence, The Indian. Readings will vary widely from year to year and will be largely paperback.

EUROPEAN STUDIES — 8 hours — 11th grade. An interdisciplinary and team-taught combination of European literature, history, art, drama and music from Elizabethan times to the present. This is a double credit elective course replacing both English and history in the 11th grade for those who choose it. Not strictly a survey, it attempts to focus on time periods, topics, and trends of significance in the development of modern European civilization. Readings will change from year to year.

RUSSIAN STUDIES — 2 hours — 11th or 12th grade. A brief interpretive survey of Russian historical development and literature from Peter the Great to modern times. It emphasizes the continuities in Russian history under the czars and under communist rule, the political role of literature in Russia and the emergence of Russia to comparative modernization in the last century. Reading from: Hoetzsch, *Evolution of Russia;* Nettl, *The Soviet Achievement;* Karpovich, *Imperial Russia;* Salvadori, *Rise of Modern Communism;* Houghton, ed., *Great Russian Short Stories;* Riha, ed., *Readings in Russian Civilization;* Oliva, ed., *Russia and the West* and others.

(Not offered in 1969-70. Will be offered in 1970-71.)

INTERNATIONAL RELATIONS — 2 hours — 11th or 12th grade. A study of conditions and problems in various parts of the world which affect international and American diplomacy in the contemporary world. Reading will largely be determined by student interest, but will include: *Current History* magazine; Dean, *The Nature of the Non-Western World;* Heilbroner, *The Great Ascent.*

(Will be offered in 1969-70. Will not be offered in 1970-71.)

SELECTED TOPICS IN HISTORY — 2 hours — 12th grade. A senior elective designed to provide small seminar groups a chance to study topics of special interest. The subject matter of the course is largely student-determined through consultation with the instructor and the reading is chosen on a term-to-term basis. Grading is on an Honors, Pass, Fail basis.

INDEPENDENT STUDY IN HISTORY — 12th grade — hours arranged with the instructor. A half-credit senior elective designed to permit the individual to do research in one or more areas selected by the student in consultation with his instructor.

SCIENCE

SCIENCE 1 — 4 hours — required for all 9th graders. This course is an introduction to some of the problems and techniques which are explored in more detail in Biology, Chemistry and Physics. The course is taught jointly by the Biology, Chemistry and Physics instructors. Texts: McElroy and Swanson, *Modern Cell Biology;* Woodruff, *Terms, Tables and Skills for the Physical Sciences;* Hogg, Bickel and Little, *Physics and Chemistry — A Unified Approach.*

BIOLOGY 1-A — 6 hours — primarily 10th grade. An introductory course in which the student studies both plants and animals

with concentration upon the similarities of different living forms. Chemical and physical processes of living organisms are investigated to show adaptation to different ways of life. Both anatomy and physiology are studied in the laboratory. Texts: *Foundations of Modern Biology Series;* McElroy and Swanson, *Modern Cell Biology;* Galston, *The Green Plant;* Macey, *Human Physiology;* Buffaloe, *Animal and Plant Diversity.*

BIOLOGY 1-B — 6 hours — primarily 11th and 12th grades. An introductory course at the college level. The subject matter is similar to that covered in Biology 1-A but it is explored in greater depth. More emphasis is placed upon individual research. Text: Smallwood and Green, *Biology.*

BIOLOGY 2 — 6 hours — 12th grade. A second level course for students who have had a previous year of biology. The purpose of the course is to broaden and deepen the student's understanding of the plant and animal kingdoms and to introduce him to some sophisticated laboratory work. Part of the year will be devoted to research in an area of the student's interest, and he will write a paper dealing with that work. Texts: *Foundations of Modern Biology Series;* McElroy, *Cell Physiology and Biochemistry;* Bold, *The Plant Kingdom;* Galston, *The Life of the Green Plant;* Hanson, *Animal Diversity;* Schmidt-Nielsen, *Animal Physiology;* Baker and Allen, *Matter, Energy and Life;* Bonner and Mills, *Heredity;* BSCS (yellow version) books and materials.

CHEMISTRY 1-A — 7 hours — 11th and 12th grades. The course emphasizes the development of the scientific attitude toward solving chemistry problems through the chemical study approach developed by the National Science Foundation. Text: Chem. Study Group, *Chemistry, A Laboratory Approach.* A research paper is required of each student.

CHEMISTRY 1-B — 7 hours — 12th grade. An introductory course in chemistry for those boys who have studied physics. Students continue the study of physical principles as they affect the chemical bond, the structure of matter, matter-energy relationships, periodicity, mole concepts and equilibrium. Text: Toon, Ellis and Brodkin, *Foundations in Chemistry.*

ADVANCED TOPICS IN CHEMISTRY — 2 hours — 12th grade by permission of the department. The Chem. Study material is completed. The Chemical Bond Approach material and/or other topics are considered at the choice of the student and the teacher.

PHYSICS — 7 hours — 11th and 12th grades. A laboratory oriented course dealing wth the nature of matter from the modern point of view. It explores Mechanics, Optics and Waves. Text: Physical Science Study Committee, *Physics*. Students may undertake special laboratory projects.

ADVANCED TOPICS IN PHYSICS — 3 hours — 12th grade by permission of the department. In this course, P.S.S.C. *Physics* is completed and more advanced topics are explored at the choice of the students and the teacher.

CIRCUIT ANALYSIS — 4 hours — 10th, 11th and 12th grades by permission of the department. An opportunity to learn about elementary applied electricity is made doubly challenging when each student teaches some of this material to local public school fourth graders during an eight week period in the Winter Term. This is a laboratory oriented course with a minimum amount of homework. It does not cover the same electrical concepts studied in the P.S.S.C. physics. An effort is made to unify all the sciences through physical, chemical and biological investigations. DC characteristics of resistors, capacitors and inductors are studied as well as chemical cells, electrical measurements and statics. Text: Gerrish, *Electricity and Electronics*.

ELECTRONICS — 4 hours — 11th and 12th grades. Prerequisite to the course is the Circuit Analysis course. The courses are conducted in a similar fashion. DC and AC characteristics and fundamental circuit components, including electron tubes and transistors and other solid state components, will be used to bring the student an understanding of basic electronic devices such as amplifiers, tuners, oscillators and oscilloscopes. Students will be required to construct electronic devices. Text: Gerrish, *Electricity and Electronics*.

Seniors who are taking Advanced Topics in Chemistry or Advanced Topics in Physics and who have the permission of the department may participate in a program called INTEGRATED SCIENCE RESEARCH to which 3 hours are devoted on Saturday mornings. No academic credit is given for this program. It is planned to develop manual dexterity in the use of the shop equipment together with an approach to scientific research. Scientific problems are posed and then experiments are designed and carried out by the student in an effort to solve the problems.

ADDITIONAL COURSES

ART

HISTORY OF WESTERN ART — 2 hours — Elective for juniors and seniors. The course involves (1) an introduction to visual esthetics based on the Metropolitan Museum Seminars, (2) color-slide lectures illustrating major works of painting, sculpture and architecture from prehistory to contemporary times, and (3) trips to the Boston Museum of Fine Arts, the Fogg Museum at Harvard, and significant shows at Boston galleries. Six critical or historical papers. Text: Newmeyer, *Enjoying Modern Art.* Readings in Janson, *History of Art,* and Gardner, *Art Through the Ages.*

STUDIO ART — 2 hours — Elective for sophomores, juniors and seniors. Studio work in a variety of media; drawing in pencil, charcoal, and ink; simple printmaking, monoprint and linoleum block; painting in watercolor, acrylic and oil; collage and three dimensional work; matting and simple frame-making. Emphasis is on freedom of expression and development of the individual idea.

The Parsons Schoolhouse Gallery is available on campus for the benefit of all those who wish to study or simply to enjoy art. There are eight exhibitions each year including annual exhibits of student art and photographic work. Receptions for those whose work is being shown give students an opportunity to meet professional artists and discuss their work in an informal manner.

MUSIC

HISTORY OF MUSIC — 2 hours — Elective for all boys. A survey of western music from the Renaissance to the present. The student will be expected to spend a large percentage of his homework time listening to tape recordings in the language laboratory. A combination of hearing and studying the music will give the student a real understanding of the progress of music from its earliest times. Text: Machlis, *The Enjoyment of Music.*

(Will not be offered 1969-70. Will be offered 1970-71.)

MUSIC THEORY — 2 hours — Elective for all boys by permission of the department. Basically a course in harmony, using the Bach chorales as models. The student will be expected to be able to write choral music in the Bach style, as well as to analyze simple instrumental pieces. A large portion of the course will deal with ear training, teaching the student to write on paper what he has heard, and in reverse, to sing what is written on the printed page. This course will be particularly valuable to those boys taking instrumental lessons and it is preferred that those boys taking the course have some background in music. Text: Ottman, *Elementary Harmony.*

(Will not be offered in 1969-70. Will be offered in 1970-71.)

INSTRUMENTAL MUSIC — Individual weekly lessons are available at $50 per term in all orchestral instruments as well as piano and organ. A half unit of academic credit may be earned by any boy who wishes to take lessons, who practices four periods per week, and who participates in one of the Academy's instrumental groups. Instrumental lessons are taught by faculty members of the New England Conservatory of Music.

SPEECH

SPEECH — 1 hour — Required for all seniors. The course is designed to train boys to think and to express themselves coherently and forcefully in front of an audience. Sometimes their talks are prepared; sometimes they are completely extemporaneous.

WORK PROGRAM

All boys take part in the work program. Each one takes care of his own room and helps in cleaning up his dormitory. Besides these regular jobs, a boy may be a member of the staff of the school store, the athletic stockroom, the library, or the postoffice. He should expect to be called upon to help in other ways when and where he is needed.

GUIDANCE AND COUNSELING

All masters expect to advise and counsel boys, and the nature of the problem will usually determine the identity of the master who gives advice. The corridor master usually acts *in loco parentis* on everyday matters and in addition is the primary academic advisor to boys on his corridor. In this latter function he may refer problems to the Director of Studies. The school chaplains provide guidance on spiritual problems and the Headmaster is sought by, and seeks out, boys on problems of all sorts.

STUDENT GOVERNMENT

The Academy strongly believes in the development of a sense of responsibility in all students. One of the ways of achieving this purpose is through the involvement of the largest number of boys in the activities of student government. Accordingly, all members of the senior class carry out important assignments as supervisors of the library, study hall, dormitories, and dining room under the leadership of three

elected class officers who act as an executive committee. In addition, the class as a whole works closely with the Headmaster on matters of discipline and school morale. Two elected representatives of each of the under classes participate in the regular weekly meeting of the executive committee with the Headmaster and the Dean.

Although not strictly part of student government, Red Key Honor Society membership carries with it real responsibility. Composed of 15 juniors, some elected by classmates and some appointed by the senior executive committee and the administration, the Red Key acts as host on the frequent occasions when visitors in any number are on campus. Members are expected to recruit and organize assistants if the occasion demands.

HEALTH

The school infirmary is regularly staffed by experienced registered nurses. The Anna Jaques Hospital in Newburyport, ten minutes away, is available in emergency cases. This hospital is recognized as a Grade A institution by the American College of Surgeons. The school physician is on call at all times and visits the infirmary daily when any boy needs attention.

All boys are instructed to report any sickness or accident to the nurses. It is our policy to call the school physician in all cases about which there is doubt in the nurses' minds. Care is taken to report to the parents all illnesses and accidents which are not trivial. In some cases we make the first report by telephone or telegraph.

ATHLETICS AND PHYSICAL EDUCATION

Governor Dummer has a vigorous athletic program in which all boys are required to take part under the coaching and supervision of the masters. Each boy is expected to contribute to the extent of his natural ability, and to make this possible, a sufficient number of squads is provided in each sport to permit the boy to compete at his own level. Games with teams from other schools are arranged for virtually all squads. Although the various teams may compete with a wide variety of schools, the schools which they most often meet are indicated by the 1969 varsity football and soccer schedules set forth below.

Varsity Football

St. Sebastian's Country Day School
Moses Brown School
Browne and Nichols School
Milton Academy
Groton School
St. Mark's School
Belmont Hill School

Varsity Soccer

Phillips Exeter Academy
Phillips Academy, Andover
Noble and Greenough School
Browne and Nichols School
Brooks School
St. Paul's School
Milton Academy
Belmont High School
Tabor Academy
Medford High School
St. Mark's School
Middlesex School
Belmont Hill School

The fall sports are cross-country, football, and soccer. In the winter the boys may choose among basketball, hockey, track, and wrestling. Baseball, golf, lacrosse, softball, tennis and track are the organized sports in the spring.

Recreational golf, tennis, skating and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a master. The Ould Newbury Golf Club maintains a good nine-hole course on land which is leased to the Club by the Academy. The arrangement provides that Governor Dummer boys who wish may enjoy the privileges of the course by paying to the Club an annual fee of $10.

Governor Dummer's athletic plant includes two gymnasiums; three football and lacrosse fields; four soccer fields; two baseball fields; a quarter-mile cinder track with a 220-yard straight-away, and appropriate run-ways and take-offs for field events; a hockey rink with artificial ice; six all-weather tennis courts; and access to the Ould Newbury golf course.

Early in the school year all boys are required to take physical-fitness tests, and corrective body-building exercises will be required of boys who need them. The school's body-building equipment is available to all boys who wish to use it.

Juniors and seniors may elect to take a course in physical education during an otherwise free period four times a week in place of athletics. This program is designed to provide sufficient exercise and yet allow those older students who have little aptitude or interest in the sports offered in a given season to use their afternoons for other projects.

HUMANITIES PROGRAM

The Academy believes that a boy's educational opportunities must not be limited to pure academics and athletics. The Humanities Program allows a boy to establish, pursue, and broaden personal interests in a wide range of culturally oriented activities. A major aim of the program is to bring to the student a greater awareness of the culture of which he is a part.

ON CAMPUS ACTIVITIES A majority of Thursday afternoons are devoted to the Humanities Program rather than athletics. During this time a boy may study in order to make time for a trip off campus (see below), or he may participate in the activities of one or more of the various student organizations.

Organizations

Art Club
Black Brotherhood
Chess Club
Choir
Debating Club
Dramatics Club
Glee Club
Instrumental Group
Machine Shop
Outing Club
Philosophy Club
Photography Club
Press Club
Radio Club
Social Action Committee
Students for New Politics
Trainers Club

Publications

The Governor, the school newspaper
The Spire, the literary magazine
The Milestone, the year book

The Academy is glad to encourage new and perhaps informal organizations whenever there is sufficient interest.

Friday evenings may be devoted to a lecture, an educational film, a performance by the Glee Club or student or professional instrumentalists or actors. Saturday morning is again set aside partly as a study period and partly as a time for organization activities. Saturday evening is a time for more relaxed entertainment. Usually there is a current movie. There will frequently be a "mixer," a dance either at the Academy or at one of the nearby girls' schools. The Fall Dance and the Spring Prom occupy many boys for at least two Saturday evenings during the school year.

OFF CAMPUS ACTIVITIES

The Academy encourages boys to attend numerous events in the Greater Boston area and arranges transportation and supervision.

Museums, Concerts, Plays

Some boys will visit one or more of the many excellent museums in the area. Particularly on Thursdays and Fridays, many boys are taken to evening performances, primarily in Boston, of plays, concerts, pre-Broadway shows, lectures, operas and other cultural events. The Academy does its best to arrange transportation and supervision for boys who wish to attend worthwhile events at other times insofar as this does not interfere with academic work.

Social Service

Under the direction of the Chaplain, boys may be involved as tutors or supervisors of various activities in a program sponsored by the Newburyport Y.M.C.A. Others may choose to do volunteer work with handicapped children or serve in similar capacities.

VACATIONS AND WEEK-END PERMISSIONS

In addition to the regular vacations at Christmas and early spring, there is a Thanksgiving recess extending from the close of classes on Wednesday to Monday evening, and a "Winter Weekend" extending from the close of classes on Thursday to Sunday evening in mid-February. If a boy's scholastic effort is satisfactory, he may also secure weekend permissions, in varying numbers depending upon which class he is in, to go home, to visit relatives, or to visit another boy's family.

GEOGRAPHICAL DISTRIBUTION

For the school year 1968-69, the Academy enrolled 279 boarding students from 30 states, 1 territory, and 7 foreign countries as follows:

Alabama	1	North Carolina	3
California	1	Ohio	4
Colorado	1	Pennsylvania	5
Connecticut	21	Rhode Island	4
Delaware	1	South Carolina	2
Florida	4	Tennessee	2
Georgia	1	Texas	1
Indiana	1	Utah	1
Illinois	3	West Virginia	2
Louisiana	1	Wisconsin	1
Maine	22	Wyoming	2
Maryland	3	England	1
Massachusetts	119	Liberia	1
Michigan	3	Mexico	1
Missouri	1	Nigeria	1
Montana	1	Panama	1
New Hampshire	1	Puerto Rico	1
New Jersey	10	Venezuela	1
New York	31	West Germany	1

VISITS TO SCHOOL

Parents are welcome at Governor Dummer at any time, and especially for games, concerts, or Sunday chapel. On Saturday or Sunday when other appointments do not conflict, boys may obtain permission to leave the campus for a stated period of time with their parents or other adults and to miss either the mid-day or the evening meal. The school will use its discretion as to the number of such permissions granted each term.

COLLEGE PLACEMENT

The college placement record of the class of 1969 is as follows:

Bates	1	Lafayette	1
Beloit	1	Lake Forest	2
Boston College	1	U. of Maine	1
Boston University	5	Menlo	1
Bowdoin	1	Michigan State	1
Bradley	1	U. of New Hampshire	2
U. of California		New York University	1
(Berkeley)	1	Northeastern	1
Case Western Reserve	1	Ohio Wesleyan	1
Clarkson	1	U. of Pennsylvania	2
Colgate	1	Ripon	1
U. of Colorado	1	U. of Rochester	2
Cornell	3	Rutgers	1
Dartmouth	1	St. Lawrence	1
Denison	1	U. of So. California	1
U. of Denver	3	Syracuse	2
Duke	1	Texas Christian	1
Emerson	1	Trinity (Connecticut)	1
Emory	2	Tulane	1
Gettysburg	1	Union	1
Hamilton	3	Utica	1
Harvard	7	U. of Vermont	3
U. of Houston	1	Wesleyan	1
Ithaca	1	Wooster	2
Johns Hopkins	1		

EXPENSES

By vote of the Board of Trustees on June 6, 1970, charges will be as follows:

BOARDING STUDENTS

For the school year 1970-71, $3400 per year payable $1200 on or before July 15, $1100 by October 15 and $1100 by December 15. For the school year 1971-72, $3600 per year payable in three equal installments by the above dates. As alternatives, these charges may be paid through the Insured Tuition Payment Plan or the Education Loan Plan details of which are available on request. These charges include tuition, room and board; expenses incurred at the school infirmary for outpatient treatment, residence and nursing care up to seven days per illness, ordinary medicine and the services of the school physician; and dormitory room furnishings including bed linen (but not blankets).

DAY STUDENTS -- from areas other than the Town of Newbury and Byfield Parish.

For 1970-71, $1800 per year payable in equal installments (July 15, October 15, December 15). For 1971-72, $2000 per year payable $700 July 15, $700 October 15, $600 December 15. In either case these charges may be paid through the Insured Tuition Payment Plan. They include tuition, luncheons and occasional other meals when the student may be involved in evening or week-end activities.

DAY STUDENTS - from the Town of Newbury & Byfield Parish

For 1970-71, $1000 per year payable $400 by July 15, $300 by October 15, $300 by December 15.

For 1971-72 students from the Town & Parish will be charged at the same rate and in the same way as other day students. However, they will be exempt from regular scholarship aid competition. If they qualify for admission and if their School Scholarship Service forms indicate need, they are assured scholarship aid.

The school establishes its operating budget on the basis of the enrollment of all boys for the entire academic year. For this reason, in the case of a boy absent, withdrawn or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

There will be various additional expenses which vary widely with individual boys. $50-$75 of these will be unavoidable covering such items as books and school supplies, athletic equipment not provided by the school (shoes, skates, hockey and lacrosse gloves and sticks, tennis rackets, golf clubs), and College Board examination fees for upper classmen. Optional school and personal expenses (including such items as subscriptions to student publications, dances, Humanities trips, laundry and pressing, toilet articles, weekly allowance, and health insurance or actual medical expenses not covered by the tuition payment) produce total billings to the average family of about $400 per year. At least some of this expense would obviously occur even if the student were at home.

The Academy does not charge for weekly Saturday evening entertainment, nor for most on-campus lectures and concerts. There are no laboratory, library, machine shop or photographic dark room charges. The athletic department provides uniforms and protective equipment for all boys.

ADMISSION

Because of the limited number of places available for new boys each year, we cannot accept every qualified applicant. Selection is based primarily on character, seriousness of purpose, and upon scholastic record and promise. The Academy is interested in having students from all sections of the country. No new students other than exchange students are admitted to the senior class.

Some expansion in the number of day students is planned for the year 1970-71. Any candidate may apply for a day-student place with the understanding that the Academy does not furnish transportation.

Admission procedure is normally the following:

1. *Preliminary Application.* A preliminary application card is enclosed. Parents who may wish to have their sons become candidates should fill out and return this card. Filing it insures that they will be notified at the proper time of further steps in the admissions procedure.

2. *Interview.* Unless distance or other circumstances make it impossible, we ask all candidates to visit the Academy for a personal interview. The Admissions Office is open from 9:00 A. M. to 5:00 P. M., Monday through Friday, throughout the year. During term time it is open from 9:00 A. M. to 12:00 noon on Saturdays, and on Saturday afternoon by request. During school vacations it is open on Saturdays by request only. It is not open on Sundays. Visitors are respectfully but urgently asked to make appointments in advance.

3. *Secondary School Admission Tests.* These tests, administered at centers throughout the world by the Educational Testing Service, are asked of all candidates. A Bulletin of Information describing the tests and containing an application for a ticket of admission to them will be mailed to all candidates for admission in the following September who have filed preliminary applications. It is strongly recommended that candidates take the tests in December.

4. *Final Application.* On or about December 1, the school will mail to each preliminary applicant a final application form with appropriate filing instructions. There is no deadline for filing a final application. However, to allow time for records and recommendations to reach the file so that it may be read in the first group, we recommend that a final application be filed as soon as possible after it is received.

5. *Notification.* By agreement with other members of the Secondary School Admission Test Board no candidate for admission in September, 1970, will receive a formal acceptance prior to March 4, 1970, unless the candidate happens to attend an elementary school which is a member of the National Association of Independent Schools and has followed the early-acceptance procedure set up by that organization. Insofar as possible, all candidates whose files are complete by March 4 will be notified by letter bearing that date of the Admissions Committee's decision on their applications. Others will be notified as their files are completed.

6. *Enrollment.* For each boy accepted on March 4, a place will be saved until March 25. Parents should notify the school by letter on, or as far as possible in advance of, that date if the boy will attend and is to be enrolled at Governor Dummer. The parents' letter must be accompanied by an enrollment deposit in the amount of $50. This sum is non-returnable, but it will be credited against the first tuition payment. Enrollment will be confirmed promptly by letter from the school.

   The amount of time during which places will be saved for boys, if any, accepted after March 4 will be stated in the acceptance letters.

7. *Placement Tests.* To resolve questions of grade, course, or section placement, newly enrolled boys will be asked to take placement tests in one combination or another of English, mathematics and foreign language. If the boy comes to us from a school at which he writes the May N.A.I.S. examinations, we will ask such school to forward the boy's papers to us and use them for placement purposes. If the boy does not write N.A.I.S. examinations, we ask him to take tests of our own devising in early May. These are administered at the school for boys who live within a reasonable distance. They are mailed to the parents of boys living at a greater distance and may be administered at home or elsewhere according to arrangements made by the parents.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified boys. There is no set schedule of scholarships, the awards depending upon the strength of the boy's qualifications and his financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid. Scholarship boys will be expected to, and other boys may, earn spending money by working for a few hours each week in the kitchen, store, or other facility.

CALENDAR FOR SCHOOL YEAR

1969-1970

Opening Day	Wednesday, September 17
Parents' Day	Saturday, October 18
Thanksgiving Vacation	Wednesday, November 26 Monday, December 1
Christmas Vacation	Thursday, December 18 Monday, January 5
Winter Week-end	Thursday, February 19 Sunday, February 22
Spring Vacation	Wednesday, March 18 Monday, April 6
Commencement Exercises	Friday, June 5 Saturday, June 6

WEEK-DAY SCHEDULE

Breakfast	7:00 - 8:00 a. m.
Class periods (45 minutes each)	8:00 - 3:00
Luncheon for freshmen	11:30
Luncheon for all others	12:20 p. m.
Athletics	3:30 - 5:30
Dinner	5:30 - 6:30
Study period	7:30 - 9:30
Lights out for freshmen	10:30
Lights out for sophomores	10:30
Lights out for juniors	11:00
Recommended lights out for seniors	11:00

ROSTER OF STUDENTS 1968-1969

SENIORS

Amsler, Robert H.	*Montclair, New Jersey*
Barker, Chrstopher C.	*Syracuse, New York*
Barnes, Swift C., III	*Newburyport*
Bayley, James C., Jr.	*Boston*
Bond, Victor M.	*Henderson, North Carolina*
Borneman, Peter A.	*Elkhart, Indiana*
Bradshaw, Douglas W.	*Newbury*
Cesarini, John G.	*Andover*
Clute, Peter C.	*Hingham*
Clyde, William S.	*South Hamilton*
Cole, William M.	*Merrimac*
Connelly, Johnston P., II	*Suffield, Connecticut*
Costello, Andrew G.	*Lowell*
Coughlin, Bruce S.	*Wellesley Hills*
Crosman, William B., III	*Skaneateles, New York*
Dorsey, Peter K.	*Beverly*
Durham, Wilson C.	*Casper, Wyoming*
Engesser, W. Robert	*Caracas, Venezuela*
Feuer, Jonathan T.	*Newton*
Follansbee, Nathan	*Andover*
Forbes, David W.	*Ipswich*
Francis, David W.	*Marion*
French, Richard H., Jr.	*Guadalajara, Jalisco, Mexico*
Goodhue, Stephen H.	*Wayland*
Gordon, Jeffrey L.	*New York, New York*
Handy, Stephen L.	*Hingham*
Hill, Jonathan B.	*Marblehead*
Holloway, Phelps, Jr.	*Chestnut Hill*
Hudson, Harold	*Memphis, Tennessee*
Johnson, Samuel C.	*Naples, Florida*
Lang, Frederick N.	*Salt Lake City, Utah*
Lattime, Edmund C.	*Newburyport*
Lee, Stephen M.	*West Hartford, Connecticut*
Lilly, Josiah K., IV	*West Falmouth*
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Young, Bruce N.	*Amesbury*

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Alles, James T.	*Duxbury*
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Young, Brad L.	*Amesbury*

FRESHMEN

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Cabot, Henry B., III	*New York, New York*
Cole, Robert W.	*Topsfield*
Commito, Paul J.	*Everett*
Condon, Scott A.	*Kennebunk Beach, Maine*
Connolly, William S.	*Newburyport*
Converse, Parker, II	*Marion*
Crane, J. Dicken	*Dalton*
Davis, Jonathan P.	*Osterville*
Dreese, Alexander S.	*Hancock, New Hampshire*
Dunn, Stuart G.	*Bethesda, Maryland*
Durham, Geoffrey A.	*Casper, Wyoming*
Duryea, William D., III	*Hamilton*
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King, J. Michael	*Boston*
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Matthews, John P. C., Jr.	*Princeton, New Jersey*
McDougall, Thomas D.	*Byfield*
McNally, Mark J.	*Andover*
Murphy, Robert M.	*North Andover*
Mutchler, Trent P.	*Byfield*
Pearson, Benjamin, III	*Byfield*
Phippen, Peter D.	*South Hamilton*
Potter, Warwick, III	*Ipswich*
Pugh, Stevenson L.	*Charleston, West Virginia*
Rindler, Bruce H.	*Newburyport*
Simson, G. Barrett	*Weston, Connecticut*
Stone, J. Blaine, III	*Newbury*

Swenson, Christian P.	*Cambridge*
Tikellis, James I., II	*Wilmington, Delaware*
Todd, Robert S., Jr.	*Newburyport*
Tonry, George L.	*Hampton Falls, New Hampshire*
Turner, Peter S.	*Kittery Point, Maine*
Walker, Scott D.	*North Andover*
Watts, William A.	*Kittery, Maine*
Withington, Ellis B.	*Plymouth*
Yaffe, Robert A.	*Fall River*

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